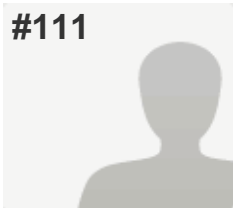


#111

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, May 27, 2016 7:43:15 AM**Last Modified:** Friday, September 02, 2016 12:54:48 PM**Time Spent:** Over a month**IP Address:** 207.165.159.10

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Q1: Name of School District:	Solon
Q2: Name of Superintendent	Davis Eidahl
Q3: Person Completing this Report	Matt Townsley

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Q4: 1a.Local TLC Goal

HOW MUCH DID WE DO?

-What % of teachers in our district has held at least 1 TL role?

HOW WELL DID WE DO IT?

-What % of teachers stay in the district beyond the 1st and 2nd year?

-Were new teachers satisfied with their mentoring support?

Q5: 1b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

What % of teachers in our district has held at least 1 TL role?

During the 15-16 school year, 31/102 (30%) teachers held at least 1 TL role.

What % of teachers stay in the district beyond the 1st and 2nd year?

During the 15-16 school year, sixteen (16) teachers completed their first year in the Solon Community School District. Two of these teachers signed one year contracts and therefore will not be returning for the 16-17 school year. Of the fourteen (14) remaining teachers, thirteen (13) of them will return next school year. One teacher resigned during the school year.

Were new teachers satisfied with their mentoring support?

100% of teachers completing an end-of-year survey indicated a high satisfaction with mentor coach support during the 15-16 school year.

The mentor coach survey indicated adequate to strong supports were provided for this role in supporting new teachers.

Q7: 2a.Local TLC Goal*Respondent skipped this question***Q8: 2b. To what extent has this goalbeen met?***Respondent skipped this question*

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q10: 3a. Local TLC Goal

HOW WELL DID WE DO IT?

-Do TLs stay in their roles?

-Were teachers satisfied with TL support?

IS ANYONE BETTER OFF?

-Do teachers feel empowered and supported by the TLs?

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Do TLs stay in the roles?

20/33 current teacher leaders will be serving in teacher leader roles during next school year. Two chose not to return and eleven were serving in positions that were restructured.

Were teachers satisfied with their support?

Teachers completed an end-of-year survey with the following responses indicating their level of satisfaction with instructional coaches.

1 (not at all satisfied) = 0%

2 (not satisfied) = 2%

3 (neutral) = 4%

4 (satisfied) = 24%

5 (very satisfied) = 70%

Teachers completed an end-of-year survey with the following responses indicating their level of satisfaction with model teachers.

1 (not at all satisfied) = 14%

2 (not satisfied) = 12%

3 (neutral) = 30%

4 (satisfied) = 28%

5 (very satisfied) = 16%

Attendance logs from Year 1 and Year 2 mentoring meetings indicates over 80% new teacher and teacher leader participation.

A review of mentoring coach logs indicates the following themes were most frequently discussed: lesson brainstorming, e-portfolios, setting up classrooms and student engagement.

A review of instructional coach logs indicates the following themes were most frequently discussed: lesson brainstorming, instructional resources and universal screening data analysis.

Do teachers feel empowered and supported by the TLs?

Teachers completed an end-of-year survey with the following responses indicating the degree to which they felt empowered by instructional coaches.

1 (not at all empowered) = 0%

2 (not empowered) = 4%

3 (neutral) = 20%

4 (empowered) = 28%

5 (very empowered) = 48%

Teachers completed an end-of-year survey with the following responses indicating the degree to which they felt empowered by model teachers.

1 (not at all empowered) = 18%

2 (not empowered) = 18%

3 (neutral) = 36%

4 (empowered) = 16%

5 (very empowered) = 12%

Q13: 4a. Local TLC Goal

Did we increase the # of students proficient in Math and Reading?

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

GOAL: During the 2015-2016 school year, 90% of Solon Community School District students in grades 2-11 will be proficient or 25% of students in grades 2-11 will be highly proficient as measured by the Iowa Assessments reading test.
RESULTS:

- The following grade levels met the proficiency goal: 3rd (92.5%), 5th (90.2%), 8th (93.1%), 9th (95.0%), 10th (96.3%), 11th (92.1%)
- The following grade levels did not meet the proficiency goal: 2nd (79.6%), 4th (83.5%), 6th (86.8%), and 7th (89.1%).
- The following grade levels met the highly proficient goal: 3rd (37.6%), 4th (39.8%), 5th (43.5%) 6th (37.2%), 7th (27.3%), 8th (34.7%), 9th (37.8%) and 10th (34.3%)
- The following grade levels did not meet the highly proficient goal: 2nd (21.2%) and 11th (14.6%)

GOAL: During the 2015-2016 school year, 90% of Solon Community School District students in grades 2-11 will be proficient or 25% of students in grades 2-11 will be highly proficient as measured by the Iowa Assessments math test.
RESULTS:

- The following grade levels met the proficiency goal: 2nd (90.3%), 3rd (91.4%), 7th (92.7%), 8th (90.0%), 10th (91.7%) and 11th (95.6%).
- The following grade levels did not meet the proficiency goal: 4th (89.5%), 5th (85.9%), 6th (88.4%) and 9th (85.7%).
- All grade levels (2-11) met the highly proficient goal.

Continuum of development rubrics: This information was not reported, because the rubrics are still in development.

On the 120 day teacher leadership survey, the following qualitative responses were noted related to student achievement:

"I appreciate the strive to better the high school and the teaching that happens every day."

"Appreciate your welcoming attitude. Love that you keep meetings short, but not rushed. Always asking what, if anything, you can do. You are optimistic. I love that you want to get into classrooms and not just work directly with teachers. I really like that you bring new perspective and ideas. That you continue to learn with us and still have the time to "play" with new things like the OSMOs and SWIVLs"

"() has been very approachable. She does a great job as a leader, but also thinking like a teacher to better serve student needs."

"She is constantly searching for materials, programs, and philosophies that will support our teaching and give the Lakeview the best education possible!"

"She has helped my team immensely with gathering and organizing materials to make our instruction more "hands on". She has helped co-plan my instruction and encourages me to think about things a different way...."how about we try this?"

Several focus groups were convened using a SWOT analysis guide. Strengths included "Teachers choosing to utilizing instructional coaches are becoming more reflective and growing professionally." Weaknesses included "Perceived content barriers ("I teach industrial technology. How could I benefit from visiting a math classroom?")" Opportunities included, "Utilizing teacher leaders to facilitate professional learning with individual teachers, teams and large group." and "Better utilizing model teachers to support effective instruction." Opportunities included, "Time in fully-released position needs to be multiple years for maximizing effectiveness and overcoming learning curves."

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a.Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goalbeen met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a.Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We are planning to better utilize model teachers in future years in conjunction with upcoming initiatives.

The mentor coach will work with special education teachers beginning next school year, as her schedule allows.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

High school teacher responding to the way in which the instructional coach empowered her this school year:

"our time together helped me have a great reading part for my class. It gave me a space to get intellectual about what I do --- with FEEDBACK! and it spills over into my other classes."

Lakeview Elementary teacher commenting on instructional coaching support this school year:

"[Coach name] was great as a instructional coach. It was wonderful having someone to bounce ideas off of, help find resources, co-teach, co-plan, etc. I did all of these things with [Coach name] and I know that I benefited from doing all of these things, as well as my students. [Coach name] is very approachable and really open to anything."

Middle school teacher commenting on instructional coaching support this school year:

"Thank you for your amazing support! You were an advocate for kids first and foremost, and improving us as teachers to directly impact the students. So many great resources, so much time committed - awesome!"

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.